

COMMON SCHOOL ASSISTANT,

A Monthly Paper, for the improvement of Primary School Education.

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COMMON SCHOOL ASSISTANT.

TO OUR READERS.

We respectfully ask attention to the article from the Hon. J. S. Buckingham, and also to the two letters in this Number—one from Nashville, Tenn. and the other from Lenox, Ohio. We offer our grateful acknowledgments to Messrs. Buckingham, Scott, and Harris, for these invaluable communications. Other letters from different States have been received, and will be published in the future Numbers.

A WARNING.

Let every good citizen remember that a demagogue would like to have the people half educated, enough to read what he says, but not enough to know whether it be true or not.

If our schools barely teach the children to read, leaving their minds unfurnished with truths, and unable to think, they do but invite and make successful the efforts of the demagogue.

Millions of money is yearly spent in teaching the children how to read, or how to call words by name. If our schools are not improved so as to give the children something more than this mere *verbal* attainment, is not all this money and time worse than lost? How much is now done that children may *learn to read*! Yet how few, from this, *read to learn*! And before they ever can read to learn, they must do something more in school than merely learn to read.

Children in school should receive a love of knowledge—they should learn to compare, to discriminate, to reason. They should daily make an *active* recital in benevolence, kindness, love and good will; and their minds should be stored with knowledge of the "duties of manhood." The individual, internal man, should be developed,—invigorated—capable on any occasion, in after life, of seeing and seizing truth, and of vanquishing error. Then, there can be no demagogues. Our schools, defective and deficient as they are now, give impostors ample room and "*golden opportunities*."

CHARACTER OF THE AGE.

1. It has been said that a happy man is contented with the present—grateful for its bounties, and occupied with its duties. He chooses rather to *do* what lies clearly at hand, than to *see* what lies dimly at a distance. But man *will* "look before and after." The conflux of two eternities—a *day*—cannot bound mind.

2. What, then, is the character of the age? We answer, it is not heroic, devotional, poetical, or philosophical, but *mechanical*. All things turn on *mechanism*. Thought and muscle are relaxed; the shuttle drops from the hand into iron fingers, which ply it with all the rapidity and precision of intellect. The sailor furls his canvass, drops his oar, and bids a mighty servant bear him, on vaporous wings, through the ocean. The horse, stripped of his harness, and wildly throwing his heels in the open field, leaves a *fire-horse* yoked in his stead.

3. Mechanism descends into the earth, and digs for us; rides triumphant over the ocean, and whirls the oar; it spins, it weaves; and man, folding his arms, looks to the aid and power of the elements; and the greatness of man consists in his expertness in wielding machinery.

4. Man has thus become mechanical in thought and feeling. In mechanism he puts his trust—it is to machinery that he bows in worship.

5. We have not only machines of air, earth and water, but educational machines—the Lancasterian and Hamiltonian and "Lessons made easy." What are school books, with questions printed in full, for the teacher to pronounce, but "saving-labor machines" for instructors?

6. We have, too, our moral machinery—societies for "reform," and for making public opinion. All is to be done by organization and combination. Individual effort is despised, and associations are our idols. In them we put our faith.

7. By the machinery of associations is public sentiment formed and published. Sole acting, independent individuality, is not to be found; but all movements are at the nod of party, sect, or leader.

8. We live to construct the machinery of government; we trust to it for security of life and property. We live to make laws, rather than make laws to live happy. The body-politic is worshipped, but the soul-politic is unheeded.

9. The age is one of "profit and loss." It adores not the beautiful and the true, but "calculates" the gain. It seeks the visible rather than the invisible.

10. That man should put on Heaven's armory, sky-tempered, it dreams not of. The age would take away his "divinity," his higher, nobler part, and like the king of old, "would be satisfied if each had a chicken in his pot."

11. Reader, have we not shown how physical has run so far ahead of mental improvement?

TO PARENTS.

In the spring of the year we see parents active in repairing the fences, cutting up the wood for the coming year, mending the farming implements, putting the working cattle in good order; every thing is seen to and in readiness for putting in the summer crops.

We wish to make this laudable activity and forethought with farmers turn us to a lesson on another subject. The fall schools are about opening. The children of the country, the most of whom have labored during the summer, are again ready to enter the schools for the short winter season—and there is a duty to be performed by parents.

Parents should, in the first place, see that they have an attractive, comfortable school house, furnished with maps, globes, and the necessary fixtures.

They should then place in the house a well-qualified teacher; gentlemanly in his deportment, and skillful in a business at once so arduous and responsible.

They should, thirdly, procure a full supply of the best school books in market, for stinginess here will make the whole expense of the school almost useless.

Fourthly, parents should determine to send every one of the family, old and young, that can in any way be spared, to school, and that they shall not miss a day during the winter.

Fifthly, they should furnish a separate room at home for the children to use in the evening while getting their lessons. The practice is generally for all to sit in the warm kitchen in the evening. But how can the children study where the family is noisily engaged in household affairs, in conversation with the neighbor who has just dropped in; where the younger children are crying, or romping with their playthings—where there is but *one candle* for all to work by, and but one little stand, admitting but two sitters at its sides? Parents should not make this a study-room, but prepare another, furnished with a good fire, a large table, and plenty of light.

Sixthly, they should be prepared to carry the children to school whenever the weather is stormy, and the walking unpleasant—and at night the sleigh should again wait upon them.

Sevently, parents should make it a part of the business of each week to visit the school for examination, and for showing in interest in the teacher and the progress of the pupils.

Eighthly, the teacher should be respected, appreciated, and well rewarded, if he is a model man, and if not, he should be dismissed.

In conclusion, we do most earnestly ask parents to bank up the school house, put in the broken panes of glass, nail on the fallen clap-boards, plaster tight the open cracks, put the door on the hinges, and fill the wood-house with plenty of dry fuel. Do pay one hour's attention where your children are to meet all the cold blasts of winter.

NO. VII

ON THE PRINCIPLES, MEANS, AND END OF EDUCATION.

Written for the Common School Assistant.

BY J. S. BUCKINGHAM.

1. "What is the duty of citizens, and heads of families, both rich and poor, in assisting the public authorities to promote general education?"

2. This is the last question I have proposed to answer; and with it, I believe, almost every important consideration connected with education will have been embraced. This, however, is necessary to complete the series, and happily, the investigations of the previous Essays will have paved the way to enable me to make this very brief.

3. In despotic governments the duty of citizens and heads of families are very simple; and are all comprehended in the word "obey." The citizens living under free government, may, however, if they understand and exercise their high privileges aright, aspire, honorably and legally, to the distinction of being able to "command."

4. Under one of the most uncontrolled despotisms of the European States, that of Prussia, from the "fortunate accident" of its king being a wise and benevolent man, a better system of public education has been established, than in any of the freest countries of the globe; superior, indeed, to any thing in France, in England, or in America.

5. In Prussia, there is a Minister of public instruction, Normal Schools, which furnish nearly a thousand good qualified teachers, who are all well paid, and ranked among the most honorable professions of the country. In Prussia all parents are compelled, by law, either to educate their children, by qualified teachers or authorised private schools, in which none but qualified teachers are permitted to act, or to send them to the public schools from the beginning of the seventh till the completion of the fourteenth year. And in Prussia the whole cost of this system, in teachers, school-houses, books, and materials, is borne entirely by the government.

6. The consequence of this is, that in Prussia, there is more general information diffused through all ranks and classes—a greater purity of morals, a more elevated tone of manners—greater contentment, and less crime, than in any population of the same extent in the known world.

7. In free countries, then, where subjects may "command" and rulers must "obey"—all that is wanted, is that citizens and heads of families should first meet, in their several districts, to deliberate on and discuss the different modes or systems of education, till the majority can settle on one which they

deem the best. This is their first duty, to enquire, read, think, converse, and discuss the matter in every practicable way, till they thoroughly understand it in all its bearings.

8. The next step in their duty, is to imbue their representatives or rulers, with what they deem right views on the subject of public, or State, or National Education, for in different countries it may be called by either or all of these terms: to make their support of some system of general instruction a condition of their election to office: and to assist their influence when there, by petitions, memorials, public meetings, and resolutions, in every suitable way.

9. All this, however, will be insufficient, without a readiness to bear the full share of the expenses indispensable to the maintenance of a great National system, that shall provide education for all. Parsimony in this would be the very reverse of economy: it would, in the homely but expressive language of the proverb—be "penny wise and pound foolish."

10. A most important duty which citizens and heads of families can best perform, is to elevate the condition, and exalt the rank and consideration of teachers.

11. One of the most surprising, and at the same time most unjust things, that exists in countries calling themselves civilized and enlightened, is the utter disregard and neglect, and sometimes even contempt, with which school-masters and school-mistresses, and teachers of both sexes are treated, even by the very persons who consign to their confidence and instruction the children they love.

12. In the best families of England, a tutor, however accomplished as a scholar and a gentleman, and a governess, however perfect in her attainments, as an intelligent and well-bred lady, are treated more like upper servants than companions; and their salaries are rarely so much as is given to a German cook, a French waiting woman, or an Italian lacquey, in the same family: while in America, the salary of a school teacher is not so much as the lowest wages earned by the humblest mechanic, or by an ordinary day laborer.

13. An example from an Asiatic monarch ought to put to shame such injustice, and such meanness as this, in both countries, neither of which ought to venture to call itself enlightened till it has purged itself of this folly and barbarism combined: for it is difficult to say whether it is most foolish or most unjust.

14. Aurung-zebe, one of the Mohammedan emperors of the East Indies, when the education of his son was completed, gave a public audience of leave to his teacher, to which he summoned all the officers of his court, and accompanied the ceremony with all the splendor of the throne, to give due honor to the object of his commendation. And, in the course of an eloquent and touching address, which he delivered to the teacher in the presence of the nobles of his court, he thus expressed his high estimate of the dignity and importance of his duties—when he said: "Show to me a well educated youth, and I shall be at a loss to say whether he ought to love his father or

his tutor most: for if to the parent he owes his existence; to the teacher he owes all that can make this existence valuable."

15. Two thousand years before the time of Aurung-zebe, who was contemporary with Queen Elizabeth of England, and Sir Walter Raleigh and the first settlers of Virginia in America, the Macedonian Prince, Alexander, treated his tutor, Aristotle, with equal respect, honoring him to the end of his days: and in the celebrated letter which Alexander wrote to his preceptor with his own hand, on the publication of his treatise on Metaphysics, the royal pupil closes by saying: "For my part, I had rather surpass the majority of mankind in the sublimer branches of learning, than in extent of power and dominion—Farewell!"

16. In despotic Prussia, and in what we still call barbarous Russia, the teachers of youth are among the most elevated classes of the country, are deemed fit companions at the tables of the greatest in the land, receive a finished education themselves, and are thus qualified to communicate it to others: they are as liberally paid as the officers of the government generally, and their wives are supported by pensions in the event of their previous death. The honor thus justly done to this most valuable class of society, makes their authority more respected, and their persons and character more loved by their pupils.

17. England and America should therefore wipe away the stain of deep reproach to which they are now both equally subject, for the neglect and ill treatment of the instructors of youth, by beginning at once to treat them with more justice and more liberality, by elevating them, in short, to the rank they should hold, and rewarding them with a liberality that would enable them to sustain that rank with honor to themselves, and with dignity to the nation to which they belong.

18. Thus much of the duty of citizens and heads of families, on the subject of education, and of the modes in which they can assist the public authorities to promote it. But a word or two may not be unacceptable as to their interest: for duties are most cheerfully performed when it is shown to be the interest of parties to discharge them.

19. It is their interest then, first, because of the certain consequence of increased education leading to decreased crime—which every citizen must be benefited by repressing. On this subject, I have in my possession an extremely valuable and interesting document, from a letter of Dr. Julius, on the connection between ignorance and crime; and in which Prussia is the country from the statistics of which his materials are drawn. After describing the leading features of the Prussian system of education, which I have given in a previous paragraph of this article, Dr. Julius says:

20. "These general regulations on education have been gradually augmented and strengthened by the Prussian Minister of Public Instruction, with a particular care for the reformation of juvenile offenders. In this way, since the year 1820, twenty-eight institutions for juvenile delinquents, or neglected children, none of them larger than for sixty boys or girls, have

been established and supported by voluntary subscriptions, in different parts of the kingdom, under the especial protection of the above mentioned minister.

2. Since 1828, the board of the same minister has collected, from all the tribunals and courts of law in the kingdom, regular returns of all the indictments brought before them, against boys or girls, not older than seventeen years. The numbers furnished by these official returns, and the proportion of this kind of indictments in each year, to the general population of the monarchy, are the following :

In 1820 they were as	1 to 16,926
" 1829 " " "	1 to 21,524
" 1830 " " "	1 to 21,667

21. In commenting upon these facts, Dr. Julius says : "The first fact resulting from this table is, that under the Prussian school system, a simultaneous increase of the population of three per cent., (from 12,700,000 to 13,900,000) and a decrease of indictments against children, of three per cent. has taken place. This cheering fact, connected with the remarkable circumstance, that the indictments against children below eleven years, who have enjoyed the blessings of the system only during four years, have increased, (from 81 to 94) when a large decrease of the indictments against children of more than eleven years, (from 671 to 638) took place, who were able to reap the full benefit of a religious and moral education, seems to prove undeniably that the effects of the system have been good and beneficial."

22. The testimony of all the superintendents of prisons and penitentiaries in every country agree in this, however much they may differ in all other particulars : and in none more than in those of America is this truth more clearly demonstrated, that intemperance and ignorance are the chief causes of crime : and in that proportion as temperance and education are promoted, crime is diminished.

23. The following opinion from Thomas Bernard, addressed to and published by "the Society for bettering the condition of the poor," of which he was secretary, derives additional weight and value from the fact, that this society is composed of the patriots, the nobility and gentry of Great Britain.

2. "It is an important truth, that of all our exertions for our fellow creatures, education is the most useful and efficacious, inasmuch as it affords the remedy for the evils of opulent and populous society ; throwing into the constitution daily and insensibly a supply of vital aliment and strength, and potentially correcting those idle and morbid humors which have a tendency to decay and dissolution. It invigorates the body politic, and forms and prepares from every class of society useful and active members to fill the most important duties and stations of life, thereby recalling and awakening the energy and attention of the higher parts, and stimulating them to activity and improvement."

24. John Howard, also, in his tour of humanity, observed, "that in Switzerland and Scotland, he found the fewest prisoners ; this he imputed to the regular education of children in both countries ; which operated not only to preserve them from criminal habits, but to enable them to thrive in life."

25. Jeremy Taylor, one of the most celebrated of our old English Divines, says truly : "Men generally need knowledge to overpower their passions, and master their prejudices ; therefore to see your brother in ignorance is to see him unfurnished to all good works : and every master is to cause his family to be instructed ; every governor is to instruct his charge, every man his brother, by all possible and just provisions. For if the people die for want of knowledge, they who are set over them shall also die for their want of charity."

26. And Crates, one of the Greek philosophers, exclaims, with equal truth : "Oh, senseless generation ! How foolish are you to think only of heaping up riches, and absolutely to neglect the education of your children, for whom you pretend to amass it !"

27. That it is the interest, as well as the duty of citizens to assist the public authorities, both by their labor, their influence, and their money, to promote a national system of education for the whole community, who can doubt ! Yet there are some objections made to the education of the whole mass, to which I adverted in my last, and which may deserve an answer here.

28. One of the most plausible, and therefore most frequently repeated objections is this, that it would have a tendency to make men more impatient of restraint, and less willing to obey the laws ; so that the population, which might be tranquil and submissive in ignorance, would be roused into rebellion by being made intelligent, and hence be more difficult to govern.

29. There is something of truth, but much more of fallacy in this. It is true that where a government is very bad, oppressive, and corrupt, the spread of intelligence would make thousands acquainted with facts which in their ignorance they would never know : and thus public dissatisfaction might be created. But this instead of being an evil, it is a good : since one of the necessary consequences of educating a whole people is, that its rulers must be more pure and more just to give satisfaction and content : and if they refuse to do this, the insurrection ought not to be attributed to the intelligence of the people, for that is not its cause, but to the oppression of their rulers ; just as when the American revolution broke out, it was not caused by the people being well informed, but by their rulers laying unjust burthens upon them, which they were unable and unwilling to bear.

30. But in the case of a good government, there could be nothing to apprehend from the utmost extension of education among all classes : as there, the rulers could only desire to make laws that should be approved by the community for their justice, and enforce their observance for the public weal ; and the more intelligent the whole people were, the clearer would they be able to perceive the equity of the laws themselves, and the more cheerfully would they be disposed to obey them.

31. On this subject, the great Lord Bacon has the following beautiful and profound remark : "To say that a blind custom of obedience should be a surer obligation than duty taught and understood, is to affirm that blind men can tread surer by a guide, than see-

ing men ran by a light. Learning doth make the minds of men gentle, generous, maniable and pliant, to government : whereas ignorance makes them churlish, thwarting and mutinous. The most barbarous, rude, and unlearned tribes have ever been the most subject to tumult, sedition, and changes."

32. And the history of all countries shows this to be true : as witness the tumults, seditions, and changes which have filled the uneducated nations of Turkey, Spain, and Portugal, for the last twenty years, with sufferings, and death : while in Prussia, England, and America, the three best educated nations of modern times, the public tranquillity has, during the same period of time, scarcely once been disturbed : and whenever it has, it has been always by the most ignorant, for these are the rioters and incendiaries in every case.

33. Another objection is, that the poor would be unwilling to labor, and the middle classes become dissatisfied with their stations, if education were made universal—and thousands still believe this to be true. Instead of an argument, however, though many might be offered to show the fallacy of this, I prefer again citing an authority : and it shall be that of an American gentleman, now living, and enjoying, to a high degree, the reputation of great shrewdness and knowledge of the world, as well as that of being an accomplished scholar and a man of refined taste. In one of the most eloquent and beautiful discourses of modern times, delivered before the Alumni of Princeton College, in New Jersey, the scene of his early education, Mr. Nicholas Biddle, of Philadelphia, thus answers this objection—he says :

34. "There are some who fear that these studies may inspire a distaste for industry, and that the fields and workshops may be abandoned, because they who work can also read. But men need not hate labor because they love study—nor look above their profession because they can look beyond it. The industry of any community may be safely trusted to the actual wants which make it necessary and the spirit of accumulation which makes it afterwards agreeable ;—and the only effect will be, not to make men work less, but to make that work more skilful. Pass through the other occupations of life, and cultivation maintains its ascendancy. Men are commonly more intelligent in their affairs, generally more successful, always more respected, for habits of taste and literary cultivation. As you ascend in the scale of life, their efficacy is still more striking."

35. A long and extensive intercourse with the world, in all varieties of nations, climates, and tongues, has fully confirmed, in my mind, the utter groundlessness of all alarm on this account. The ignorant are always the most idle : witness the indolent Indian of the far West—the Hottentot of Southern Africa—and the Esquimaux of the Northern Ocean. The educated are always the most active and industrious : witness the enterprise of the New Englander, and the industry and the perseverance of the native of Switzerland and Scotland ;—and whether at sea or on shore, in agriculture, mining, manufactures, or commerce, no one who has had large intercourse with masses of men will doubt that education would be the greatest blessing con-

ferred on all, as it would make the idle industrious, the drunkard temperate, and the spendthrift a prudent and careful man.

36. Lastly, as it is the duty of man to love his fellow creature like himself, and to do to others as he would they should do unto him, there is no more easy and more efficient way of evincing this love, or performing this duty, than by placing before him and within his reach, all the inexhaustible streams of happiness and enjoyment, which the great fountain of knowledge pours forth continually for those who are thirsty and who desire to drink thereat;—and how delightful these enjoyments are, was never perhaps more powerfully or more beautifully expressed than by Cicero, when he says: "Literary studies cherish youth and delight age: they are an ornament in prosperity, and a refuge and solace in adversity; they are agreeable at home, and are no incumbrance abroad; they are companions in travelling, at midnight, and in rural retirement."

37. One other consideration, and I shall have done. It is as to the importance of making this system of national education universal, so as to embrace every child born in the dominion or country to which it is applied, male and female, rich and poor:—for if there were but one single being who should not be reached by it, to that extent at least the system would be imperfect.

38. When the miner explores the hidden bowels of the earth in search of the precious metals, he brings up all the ores he can extract, and submits them all to the test of experiment, for by this method alone can he assure himself that he obtains all that the ores can yield. When the diver descends to the pearl banks of the sea, he brings up also all the shells that are within his reach: for until these are opened, he knows not which may contain the most precious of the pearls, and if he left any untouched, it might happen that the most precious pearl of all would be enclosed within its crust.

39. So in education. The object of it is to get out of the rich mine of rude and uncultivated nature, the most precious mental treasures it can yield, and to find the richest diamond and purest pearl in their native state, for the purpose of purifying, brightening and polishing them to the highest state of cultivated perfection.

40. This cannot be done unless all the minds of all the youth in the country are submitted to the process. There will be infinite diversities in the results, because there are infinite varieties in the materials to be wrought upon. But it is impossible to say what each will yield, or to obtain the largest amount of mental perfection for the public good, without submitting all to the best process of which it is capable.

41. It was a beautiful and just observation of one of the Greek philosophers, Epictetus, I think, that "the human mind was like marble in the quarry: no one could tell what veins it would exhibit, what colors it would put forth, or what polish it would receive, till wrought by the hands of the skilful master:" and another of the philosophers of that remarkable age and country, I believe Aristotle, in speaking of the doctrine of forms, sagely remarked: "That the forms

of the most beautiful statues of Jupiter and Minerva, or of Apollo and Venus, that were ever executed by the chisel of Phidias or Praxiteles, was in the marble: and it was the divine gift of their superior skill alone that enabled them to trace it out."

42. Let then the national resources of every civilized country be devoted to the fullest extent required to teach this divine art of fashioning brute matter into the likeness of a god—for in "God's own image" was man originally formed—by the establishment of Ministers of Instruction and Professors and Teachers of the highest rank and intelligence that can be secured. Let the rest of the organization of all the requisite apparatus be made as perfect as possible: and let the whole youthful mind of the country, male and female, (with such modifications of course as the difference of sex would require,) be submitted to the operation of this great and glorious engine. Wherever this shall be done, the results will be far more astonishing and delightful to those who may live to behold it, than the most sanguine minds have ever yet dreamt of, or than tongue or orator or pen of poet have ever yet delineated or portrayed.

J. S. BUCKINGHAM.

Green Mountains of Vermont.

A GREAT ADVANCE IN EDUCATION.

When an individual with a common education takes up a book or a newspaper, it is usually soon laid aside. We find a great indifference to reading among the majority who have had only a common education. And the reason is this. The people *learned words without learning their meaning*. And hence when they peruse the book, not getting much from it, (*being ignorant of the words*), but little interest is felt, and the task is soon dismissed.

Now if children should learn the *meaning* of words as they learned to spell them, the book in after life will be interesting, for it will impart ideas. All that is wanting to make this people a *reading* people, is to teach the youth the *meaning* of words, while they are learning to spell them. The use of "*Town's Spelling Book*" does this. In this new work the child must learn the definition of words just as fast as he learns their spelling, and the spelling is learned much sooner in this way—"Town's Spelling Book" compels the child to connect *ideas* with words, and by this means a lesson of words becomes one of interest.

This popular and original spelling book will soon become the one for all our schools, and it will give a start to the nation's intellect that it never knew before. It will make the people read with *interest* and *intelligence*. It will greatly improve other school books. It will make the school pleasant and the after studies useful. No parent or teacher should suffer a child to learn words without its aid and constant use. State Superintendents, State Societies, and hundreds of schools and literary gentlemen have commended it in the most unqualified, enthusiastic terms.

TWO NEW REASONS.

Why are men generally so indifferent to education? Why do they so seldom take up a book, or so readily lay it aside? Why do they prefer the enjoyments of wealth, of gossip or of licentiousness?

And why do they manifest such a high relish for almost every thing but the means of mental improvement?

We propose to answer these important questions. A man can admire, appreciate, and desire to possess, a costly, well-furnished house, a beautiful dress, a productive farm, or any of the forms of wealth *before he has made them his own*. But knowledge cannot be appreciated, cannot be desired, *until it is possessed*. A man without learning does not value it; but a poor man puts a high value upon even a small amount of property.

As most men are without much education, we find but few that value or desire it.

Again, a lady will expend \$10 in the purchase of a dress, but she does not buy a book that may cost fifty cents for a whole year. Why? For this reason:—The dress she can put on, and by one hour's walk in the streets, can show her wealth, taste, and superiority to hundreds. If she had bought ten dollars' worth of books, they would remain at home *unseen*—she would not have had the opportunity of showing her purchase, wealth, or taste. If she reads the books, her deficient education does not permit her to get any thing from them; or if she should understand them, her neighbors, in their ignorance and pursuit after gain, will not listen to her account of them. The only way she can show her taste and wealth is to buy a dress.

BURKE.

It is the memorable saying of this splendid man—a man who had by a giant grasp of thought condensed whole volumes into a few sentences; who had devoted a life to the science of government, and to the study of the laws and history of nations,—that "*education is the cheap defence of nations*."

In this defence the American people have put their trust, yet all our time and learning and wealth is given to law making, politics and revenues. We say that every thing is to be hoped from education, yet we do little or nothing to educate. We wrangle for office, we spend our time and money in the hot strife of party, we struggle after wealth and its pleasures, but what do we for that which secures our life, our property, and the stability of our institutions? Men will give their hundreds to sustain the party schemes in an election, and at the same time will tell you they are too poor to give 50 cents for the improvement of schools. If they are sincere in all this party strife, and do really wish the good of the country, let me ask them to call to mind the maxim we have quoted above. It must convince them that they have given a wrong direction to their patriotism. Let them bestow their wealth on the education of the children of the republic, and look for a rich reward, for says Mr. Burke, in another place: "Taxes for the support of education, are like vapors, which rise only to descend again to fertilize the earth."

THE MOUNT VERNON FARMER.

The fame of Gen. Washington as a soldier and statesman is universally known and highly admired by all who appreciate talents, worth, and love of coun-

try; but his character as a farmer was less known in his day, and his memory in this respect is not venerated according to its desert. Possessing ample means and the most ardent love of rural life, he was one of the first experimental and practical farmers in Virginia. His estate at Mount Vernon consisted of 10,000 acres of land in one body, equal to about fifteen miles square. It was divided into farms of convenient size, at the distance of two, three, four, and five miles from his mansion house. These farms he visited every day in pleasant weather, and was constantly engaged in making experiments for the improvement of agriculture.

Some idea of the extent of his farming operations may be formed from the following facts: in 1787 he had 500 acres in grass—sowed 600 bushels of oats—700 acres with wheat, and prepared as much more for corn, barley, potatoes, beans, peas, &c., and 150 with turnips. His stock consisted of 140 horses, 112 cows, 235 working oxen, heifers and steers, and 500 sheep. He constantly employed 250 hands, and kept 24 ploughs going during the whole year, when the earth and the state of the weather would permit. In 1786, he slaughtered 150 hogs, weighing 18,560 lbs. for the use of his family, besides provisions for his negroes.—*Silk Culturist*.

EDUCATION MEETING,

AT HANOVER, MASS.

Addresses by the Honorable John Quincy Adams, and the Honorable Daniel Webster.

The Hon. John Q. Adams next addressed the audience. He stood on the raised platform, and the crowded house was still in breathless silence. He said that he must apologise for addressing us upon a subject he so little understood. He had come there as a pupil, and had been amply paid for coming. He had learned much, and felt grateful for the addresses he had heard. When this subject was under discussion by the national legislature, many years ago, he was absent and busied in other duties; but the state governments, the wisest and best men in this community, had given to this cause their steady and intelligent support, and he rejoiced to concur with them, though at this late hour in life. He wished them well; and the effort recently made in this county he hoped would be crowned with eminent success; for, said he, where is the reflecting man in this state, in this country, who needs to be told *now* that the education of children is the most important of human duties? He had noticed the organization of the Board of Education, the reports and improvement in those reports. He had examined the subject of late, and he thought the movements in this county by the friends of education had been deliberate and wise and christian; and he thought the plan, contemplated by the very important resolution before the meeting, could not but find favor with every one who would examine and comprehend it. All accounts concur in stating a deficiency of competent teachers. He said when he came to that meeting he had objections to the plan rising in his mind; but those objections had been met and so clearly answered that he

now was convinced of the wisdom and forecast of the project, and that it aimed at the best interests of this community. Under this head and alluding to his views, he said, the original settlers of New England were the first people on the face of the globe who undertook to say that *all children should be educated*. On this our democracy has been founded. Our town schools, town meetings here have been our strong hold in this point; and our efforts now are to second those of our pious ancestors. Some kingdoms of Europe have been justly praised for their patronage of elementary instruction, but they were only following our early example. Our old system has made us an enlightened people, and I feared that the Normal School system was to subvert the old system, take the power from the towns and put it into the state, and overturn the old democratic principle of sustaining the schools by a tax on property; but, I am happy to find that this is not its aim or wish; but, on the contrary, it is accordant to all the old maxims, and would elevate the town schools to the new wants of a growing community. He said, he thought of other objections, but they were so faint as to have faded out of his mind. We see monarchs expending vast sums, establishing Normal Schools through their realms, and sparing no pains to convey knowledge and efficiency to all the children of their poorest subjects. *Shall we be outdone by Kings? Shall monarchies steal a march on republics in the patronage of that education on which a republic is based?* On this great and glorious cause let us expend freely, yes, *more* freely than on any other. There was one usage, he added, in the ancient republic of Sparta, which now occurred to him, and which filled his mind with this pleasing idea, viz. that these endeavors of ours for the fit education of all our children, would be the means of raising up a generation around us which would be superior to ourselves. The usage alluded to was this: the inhabitants of the city on a certain day collected together and marched in procession; dividing themselves into three companies; the old, the middle-aged and the young. When assembled for the sports and exercises, a dramatic scene was introduced, and the three parties had each a speaker; and Plutarch gives the form of phraseology used in the several addresses on the occasion. The old men speak first; and addressing those beneath them in age, say:

"We have been in days of old,
Wise, generous, brave and bold."

Then come the middle-aged, and casting a triumphant look at their seniors, say to them,

"That which in days of yore ye were,
We, at the present moment, are."

Last march forth the children, and looking bravely upon both companies who had spoken, they shout forth thus;

"Hereafter, at our country's call,
We promise to surpass you all."

Mr. Adams took his seat amid the continued acclamations of the assembly.

The Hon. Daniel Webster next came forward: and, though laboring under his annual cold, addressed

the assembly for half an hour in his usual style of eloquence. He felt the resolution before the meeting to be of vital importance to the welfare of the community—and said, he supposed the meeting was to devise modes for raising the necessary funds; and he was anxious to concur with others in aid of the project. The ultimate aim was to elevate and improve the primary schools; and to secure competent instruction to every child which should be born. No object is greater than this; and the means, the forms and agents are each and all important. He expressed his obligation to town schools, and paid a tribute to their worth, considering them the foundation of our social and political system. He said he would gladly bear his part of the expense. The town schools need improvement; for if they are no better now than when he attended them, they are insufficient to the wants of the present day. They have till lately been overlooked by men who should have considered them. He rejoiced at the noble efforts here made of late, and hoped they might be crowned with entire success. One cause of this neglect complained of is, that the general wealth of the people has been considered incompetent. Our schools therefore have not looked beneath the superficies. The reading is often mere parrot reading. Every parent sees this. Every thing is by rote; words without ideas. Another cause is, the great multiplicity of books. Parents have thought there must be learning where there were so many books. This is an evil instead of a good. It has become the fashion to teach everything through the press. Conversation, so valued in ancient Greece, is overlooked and neglected; whereas it is the richest source of culture. We teach too much by manuals; too little by direct discourse with the pupil's mind; we have too much of words, too little of things. Take any of the common departments, how little do we really know of the practical detail, say geology. It is taught by books. It should be taught by excursions in the fields. So of other things. We begin with the abstracts, and know little of the detail of facts; we deal in generals and go not to particulars; we begin with the representative leaving out the constituents. Teachers should teach things. It is a reproach that the public schools are not superior to the private. If, said he, I had as many sons as old Priam, I would send them all to the public schools. The private schools have injured, in this respect, the public; they have impoverished them. They who should be in them are withdrawn; and like so many uniform companies taken out of the general militia, those left behind are none the better. This plan of a Normal School in Plymouth County is designed to elevate our common schools, and thus to carry out the noble ideas of our pilgrim fathers. There is growing need that this be done. But there is a larger view yet. Every man and every woman, every brother and every sister is a teacher. Parents are eminently teachers. Every man has an interest in the community, and helps his share to shape it. Now if Normal Schools are to teach teachers, they enlist this interest on the right side; they make parents, and all who any way influence childhood, competent to their high office. The good which these Seminaries are thus to spread through the

community is incalculable. They will turn all the noblest enthusiasm of the land into the holy channel of knowledge and virtue. Now if our Plymouth school succeeds they will go up in every part of the state, and who then can compute the exalted character which they may finally create among us? In families there will be better teaching, and the effect will be felt throughout society. This effort thus far has done good. It has raised in many minds a clear conviction of the importance of competent teachers; and a clear benefit to follow this will be, to raise the estimation in which teachers should be held. He hoped that this course of policy would raise even beyond what we expected, the standard of elementary instruction. He considered the cost very slight. It cannot come into any expanded mind as an objection. If it be an experiment, it is a noble one, and should be tried. He here went through with the items of expense, the loaning of the sum, the trustees, &c. and saw no defect in the scheme. He closed with expressing his good wishes for the speedy and permanent elevation of our town schools to the point demanded by the advanced condition of society.

NASHVILLE, Tenn., Aug. 22, 1838.

Dear Sir,—I have neither the leisure nor the means to answer all the inquiries in your last number, addressed "to every friend of common schools"—but, as I claim to belong to that class, and am engaged in the instruction of youth, I will give you a few items.

I. As to Legislative enactments in this State in behalf of education, there was an act passed the 24th of January, 1838, establishing a "system of common schools." The fund appropriated for this purpose arises principally from an annual appropriation from the Bank of Tennessee, and the proceeds of school lands. These school lands were granted many years since, by Congress, to the school districts where they are situated. In some parts of the State, the school districts have no lands at all. These lands have been rented out until the timber is greatly destroyed, and the soil impoverished. The first apportionment of moneys from the Bank is to be made on or before the first Monday of February, 1839.

In our opinion the act of the Legislature is defective.

1st. Because it is not sufficiently liberal. By this, I mean it does not provide a salary sufficient to engage qualified teachers. It is supposed that \$300 will be the largest bonus that can be given to teachers, and that but one-third of this will be furnished by the State. The remaining \$200 to be raised by a Rate Bill on parents and guardians.

2dly. No Legislative enactments can be efficient in behalf of common schools, without an energetic and persevering agent. The great mass of the people must be brought up to the work—they have the purse as well as the children. The great public must awake to the importance of the subject, or the work will never be done. There is no means so efficient for this purpose as an agent, whose duty it should be to visit all the school districts, talk with parents and teachers and school commissioners, and de-

liver lectures from house to house and village on the subject of education, and make an annual report to the Legislature. The Legislature will not have done its work until it employs and pays an active and intelligent agent.

II. *Wages of Teachers.* In South Tennessee, where I am best acquainted, teachers' wages are various. Females receive, in grammar schools and academies, from \$300 to \$600 per annum. Males, from \$300 to \$1200—some more, but a majority less. Country schools are generally mixed, both sexes crowded into one house, and some thirty to sixty pupils under one teacher.

III. Our schools are open about ten months in the year. But the act of the Legislature compels a free school to be kept two months only in each neighborhood during the year. There is no established custom as to vacations. "Every one doeth as seemeth good in his own eyes."

IV. There are no school libraries—no provision for any contemplated by the act of the Legislature. A few school libraries have been commenced by the liberality of individuals.

V. *Text Books* are perhaps as various as there are sorts of teachers. There is no uniformity; there has never been any general rule in force throughout the school districts on this subject. In our free schools every child that comes is received, and generally uses whatever books may chance to be on hand. I believe Walker's Dictionary is the standard all South and West of New Jersey college—Webster's Spelling Book, Smith and Murray's Grammars, Colburn and Pike's Arithmetics; Olney and Woodbridge's Geographies, Eclectic Reader by Rev. President McGuffey, Jones' Philosophy and Chemistry. Green's Scholar's Companion, &c. are very common.

VI. *Attention to primary instruction* is greatly increasing. A universal interest is manifested on the subject of education throughout the South and West—a general disposition to have good schools at home.

VII. *Normal Schools*, we have none—none at least whose professed object is to educate teachers. We do exceedingly need such seminaries as have been established in Prussia and Germany, with such changes as might fit them for a republic. We hope too, that the day is not far distant, when we shall have home-made teachers equal to any from our elder sister States. Last year a "Literary Institution and Association of Professional Teachers" was organized in this place. Its annual meeting takes place in October. Its influence must be highly beneficial. It will elevate the qualifications and character of our teachers. We hail this organization as the beginning of great improvements in our State.

VIII. *Teaching* is beginning to be regarded as a distinct profession, and is pursued as such by many who would adorn any of the learned professions.

IX. *As to statistics.* It is impossible to give any very accurate information at present. A census of children between six and sixteen is required of school commissioners under the late act, but no returns have yet been furnished.

X. *Rate of tuition.* In high schools and acad-

mies, from \$8, 10, 12, 16, 20, and \$25 per session of five months.

I believe I have now attempted an answer to most of your inquiries. If these hasty items can be made subservient in any way to the cause of education, my highest wishes will be attained. Tennessee is a chivalrous, noble-spirited State. Her population is hardy and enterprising, and rapidly advancing in wealth and intelligence. Tennessee has taken the lead in the great temperance reformation. Even Massachusetts, the land of the blessed Pilgrims and the Cradle of American Liberty, is content to follow in the wake of her glory. May she prove faithful to the glorious work so nobly begun, and tell in the pulpit and by the press and at the ballot-box, and every where, that she will redeem her pledge. May our Legislature have wisdom and benevolence enough to devise and carry out an adequate, efficient system of common school instruction.

Very respectfully

yours, &c.,

W. A. SCOTT.

Prof. J. Orville Taylor.

MONEY—INTEREST.

Interest is the price paid for the use of money. To say it is the price of money, as many do, is incorrect; as horse-hire is not the price of the horse, but the price paid for the use of the horse. So interest is the price paid for the use of money.

Money may be defined to be that *standard of value adopted by a whole community*—"a medium of exchange," the common definition is an incorrect definition.

Every nation adopts something as the *standard of value*. The Bible mentions "*silver*." Gen. 23: 16. The Greeks at one time adopted oxen; for Homer says that the armor of Diomedes cost *nine oxen*, and that of Glaucus *one hundred*. The early Romans did the same. Lycurgus, the lawgiver of Sparta, adopted large pieces of iron as money, or the standard of value.

In Abyssinia, and other parts of Africa, salt is made the standard of value, and used as money. Throughout the East Indies, and especially in Bengal, a kind of sea-shell is used for small coin. When Mexico was first discovered the grains of Cacao were used as money. And even in the colony of Virginia tobacco was once used as money, so that the females brought over to the colony from England, in 1621, were paid for at the rate of from 100 to 150 pounds of tobacco each!! Many ladies at the present day sell themselves for money, fine dresses, and fine furniture, and fine houses, yet there are but few who would take tobacco.

The metals, however, began, in the progress of improvement, to be preferred. Brass was used by the later Romans. The Lydians, says Herodotus, coined gold and silver. Civilized nations, and many that cannot be called civilized, at the present time, make use of gold and silver as money, or the standard of value. They are used from being the same the world over, from their rarity, durability, and from their being susceptible of division, impression, &c. Copper is still used for the smaller coins.

There is another kind of money sprung up of late years, called "notes" or "Bank-bills," their value depending upon their being changed for specie. Bank-notes then only stand in the place of that which is adopted as the standard of value; as specie has intrinsic value, and may be used by the smith in the arts of life. The use of paper money or Bank-bills has the advantage of being a cheaper material and of being more conveniently carried and counted. The danger lies in increasing paper money to such an extent that it cannot be converted into specie.

LENEX, Ashtabula Co., Ohio, June 24, 1838.

MR. J. ORVILLE TAYLOR:—Having been engaged in primary schools, in this State and in New England, for the last few years, I take pleasure in replying, as far as I am able, to the questions proposed by the "Common School Society," to the friends of education.

For the sake of brevity, I shall proceed to answer your questions catechetically, without circumlocution.

1. What are the existing laws in your State for the support and regulation of common schools? I deem it unnecessary for me to reply to this question, inasmuch as I shall presume that you are acquainted with our new school law; the general object of which is to secure to every white child in the State, the benefits of a common school education.

2. Are the laws efficient, and if not what appears to be their defects? We think the law efficient, as far as it goes; but if called upon to point out defects, we should take exception to that part which would proscribe people of color; perhaps, however, it was wisely ordered.

3. What wages do your male and female teachers receive? The average price paid male teachers in this section, is 14 dollars per month, the minimum price is about ten, and the maximum about twenty dollars per month. The average wages of female teachers is \$1.25 per week, minimum \$1.00, maximum \$2.00.

4. What portion of the year are your schools open? In large districts, from 3 to 4 months in winter, and about 4 months in summer. Excepting the small districts, perhaps six months in the year would be an average.

5. What branches of elementary knowledge are taught? Our law provides for the teaching of reading, writing, and arithmetic, in addition to these, geography and grammar are taught, in most schools, and history, philosophy, and chemistry, in many.

6. Are there any school libraries? There are many township, company, and Sunday-school libraries, but I know of none in common schools.

7. What are the text books used in your schools? Eclectic Primer, Webster's Elementary Spelling Book, Easy Lessons, Testament, English Reader, and Eclectic Readers. Parley's, Smith's, Olney's, Woodbridge's, Huntington's, and Maltebrun's Geographies. Goodrich's History of the United States. Daboll's, Smith's, and Adams's Arithmetics. Murray's, Smith's, and Kirkham's Grammar.

8. What portion of the children of your state receive the advantages of primary schools? Probably less than one half between the ages of 4 and 21.

9. Is attention to education increasing? It is rapidly.

10. Have you Normal Schools? We have many, some very excellent institutions.

11. Is teaching pursued as a profession, or used as a temporary recourse? In most cases, especially by male teachers, it is used temporarily, previously to entering some more permanent business. Some females follow it professionally, and likewise some young men, but the practise is not general.

12. What are the rates of tuition? For ordinary branches, in high schools, \$3.00 per quarter, ordinary private schools, \$1.50.

I have thus answered your enquiries as well as I am able, and presume that you will receive from our State a much abler exposition of our common school system. The great advantage possessed by New-England schools over those of Ohio, and other Western States, consists in their ability to procure better qualified teachers. I think a great fault in primary school education, consists in not making it sufficiently elementary, and analytical. Were the ground properly entered upon, it would add much to the future ease of the scholar, in acquiring more difficult branches of science. And here great caution and judgment are requisite, that the young mind does not become discouraged in its first attempts to rise. A good school teacher should be a good philosopher in the science of the human mind, and in the elements of all science. Let the foundation be fairly laid, and the superstructure will follow to a speedy consummation; but if the foundation be erroneous, the whole fabric will partake of its imperfection.

In conclusion, permit me to remark that I have viewed with pleasure the formation of an "American Common School Society." You have my best wishes for your prosperity, and rest assured of my hearty co-operation in a cause so important to the best interest of the world.

Very respectfully,

Your obedient servant,

S. D. HARRIS.

J. O. TAYLOR, }
Sec. "A. C. S. S." }

EGGS AND POULTRY.

1. Among all nations, and throughout all grades of society, eggs have been a favorite food. But in all our cities, and particularly in winter, they are held at such prices that few families can afford to use them at all; and even those who are in easy circumstances, consider them too expensive for common food.

2. There is no need of this. Every family, or nearly every family, can, with very little trouble, have eggs in plenty during the whole year: and of all the animals domesticated for the use of man, the common dunghill fowl is capable of yielding the greatest possible profit to the owner.

3. In the month of November, I put apart eleven hens and a cock, gave them a small chamber in a wood-house, defended from storms, and with an open-

ing to the South. Their food, water and lime, were placed on shelves convenient for them, with warm nests and chalk nest-eggs in plenty. These hens continued to lay eggs through the winter.

4. From these eleven hens I received an average of six eggs daily through the winter; and whenever any one of them was disposed to set, viz. as soon as she began to cluck, she was separated from the others by a grated partition, and her apartment darkened; these cluckers were well tended and well fed; they could see and partly associate through their grates with the other fowls, and as soon as any one of these prisoners began to sing, she was liberated, and would very soon lay eggs. It is a pleasant recreation to feed and tend a bevy of laying hens; they may be tamed so as to follow the children, and will lay in any box.

5. Egg shells contain lime, and in winter, when the earth is bound with frost or covered with snow, if lime is not provided for them, they will not lay, or, if they do, the eggs must of necessity be without shells. Old rubbish lime, from old chimneys and old buildings, is proper, and only needs to be broken for them. They will often attempt to swallow pieces of lime plaster as large as walnuts.

6. I have often heard it said that wheat is the best grain for them, but I doubt it; they will sing over Indian corn with more animation than over any other grain.—The singing hen will certainly lay eggs, if she finds all things agreeable to her; but the hen is much a prude, as watchful as a weasel, and as fastidious as a hypocrite; she must, she will have secrecy and mystery about her nest: all eyes but her own must be averted; follow her or watch her, and she will forsake her nest, and stop laying; she is best pleased with a box covered at top, with a backside aperture for light, and a side door by which she can escape unseen.

7. A farmer may keep an hundred fowls in his barn, may suffer them to trample upon and destroy his mows of wheat and other grain, and still have fewer eggs than the cottage who keeps a single dozen, who provides secret nests, chalk eggs, pounded brick, plenty of Indian corn, lime, water and gravel, for them; and who takes care that his hens are not disturbed about their nests.

8. Three chalk eggs in a nest are better than a single nest egg, and large ones please them; I have often smiled to see them fondle round and lay into a nest of geese eggs. Pullets will commence laying earlier in life where nests and eggs are plenty, and where other hens are cackling around them.

9. A dozen dunghill fowls, shut up away from all other means of obtaining food, will require something more than a quart of Indian corn a day; I think fifteen bushels a year a fair provision for them. But more or less, let them always have enough by them; and after they have become habituated to find enough at all times—a plenty in their little manger, they take but a few kernels at a time, except just before retiring to roost, when they will take nearly a spoonful into their crops; but just so sure as their provision comes to them scanted or irregularly, so surely they

will raven up a whole crop full at a time, and will stop laying.

10. A single dozen fowls, properly attended, will furnish a family with more than 2,000 eggs in a year, and 100 full grown chickens for fall and winter stores. The expense of feeding the dozen fowls will not amount to eighteen bushels of Indian corn.

11. They may be kept in cities as well as in the country, and will do as well shut up the year round as to run at large; and a grated room, well lighted, 10 feet by 5, partitioned from any stable or other out-house, is sufficient for the dozen fowls, with their roosting place, nests and feeding troughs.

12. At the proper seasons, viz. in the spring of the year, five or six hens will hatch at the same time, and the 50 or 60 chickens may be given to one hen. Two hens will take care of 100 chickens well enough, until they begin to climb their little stick roosts; they should then be separated from the hens entirely; they will wander less, and do better away from the fowls. I have often kept the chickens in my garden; they keep the May bugs and other insects away from the vines, &c.

13. In cases of confining fowls in summer, it should be remembered that a ground room should be chosen; or it will do just as well to set into their pen boxes of dried sand or kilndried, well pulverized earth, for them to wallow in, in warm weather.

THE ATMOSPHERE.

All the properties of the atmosphere, which we have hitherto noticed, might, for any thing we know, have belonged to dry air. But this would have fallen far short of supplying the wants of other parts of the creation. Water always runs to the lowest level: but, as all animals and vegetables require a constant supply of moisture, some means were necessary, by which the water, which is always running down to the ocean, should be pumped up again, and, what is more, should be pumped up fresh. The invisible atmosphere about us, supplies the machinery by which this great natural process is effected. Besides the dry air which it contains,—consisting, as we have seen, of different parts,—there is also in the atmosphere a quantity of *vapor of water*, which is invisible, except under peculiar circumstances. In the very driest weather, the presence of this vapor can be detected, by cooling a body till either a *dew* or *ice* settles upon it. The vapor is constantly rising from the sea, and from the surface of the land, and, what is very remarkable, the salt of the sea water is *left behind* in evaporation. In this vapor clouds are formed, tempering the extreme heat and dazzling light of the sun's direct rays. The same source supplies the materials for rain, hail, snow, mist, dew. Thus moisture is present every where, ready to supply the constant wants of plants and animals.

We cannot but observe the wisdom which is found in this part also of the Creator's works. Had we been told that water was to be carried about every where, and at all times, through the air, we should probably have expected an atmosphere of thick fog, through which the light of the sun could scarcely have penetrated. And it is an additional reason for

wonder and thankfulness, when we see all the useful purposes of an abundant supply of water effected, without any injury to the other properties of the atmosphere.

—
FORT PLAIN, MONTGOMERY Co. }
July 23, 1838.

MR. TAYLOR,

Dear Sir,—Having the care of the school-house in this place, as one of the trustees, I was called in by our teacher, (Mr. Allen,) who complained of the bad air in the school-room, and that it continued some time after the scholars had left. He said he wanted some way to let the bad air off, and let the good in. After considering a few moments, I told Mr. Allen to procure a carpenter, and cut the window-frames in such a manner as to permit him at pleasure to let down the upper sashes, which has accordingly been done, and the disagreeable air, and the sleepiness of the scholars have been no more complained of. Considering that there are thousands of school-houses in this and other states and counties, in the situation our own was in, I felt it a duty to make this communication, in hope that the same improvement may be made. A carpenter, for fifty cents, can in our ordinary school-houses, make the alteration, thereby promoting the comfort, health, and proficiency of the children in our common schools.

Yours respectfully,
ASHEEL LOOMIS.

—
BEALLSVILLE, Fred. Co. Md. }
Sept. 15, 1838.

MR. J. O. TAYLOR,

Dear Sir,—Your favor came to hand, together with a copy of Mr. Town's Spelling Book. I have examined it, and can only say it is, in my opinion, decidedly the very book which ought to be introduced into every school-house in our country. It is far superior to any spelling book, as it teaches the meaning of words—and is indeed the book which has long been wanted to make all other school books better.

Most respectfully yours,
WILLIAM METZGER.

NEW BOOKS.

Beattie's Arithmetic, just published by the "American Common School Union," is scientific in its arrangement, philosophical in the explanations, and the whole in a style, forcible, concise, and direct. It has been adopted by the Albany Academy, which has purchased 150 copies; by Mr. Covell's distinguished School in New York city, and by many other schools which space does not permit us to mention. It is a simple, learned, and practical work, and worthy to be the *Arithmetic* of the *Series* published by the "Union."

Human Physiology, by Prof. Lee.—Until this work appeared the schools had wanted a text-book on this important subject. The book is believed to be just the thing in every respect, and schools and academies should introduce the study of Physiology without delay. It is certainly important that we learn something of that which is so "fearfully and wonderfully made."

NOTICE.

The next No. (December,) is the last one of this volume. Subscribers must *renew* their subscriptions after that, if they wish to continue the paper, as the vol. for 1839 will not be sent to any one unless ordered. We beg leave to tender our hearty thanks for the good offices which the friends of education have rendered to us and the cause during the present year, and would respectfully request them to renew their subscriptions and exertions in behalf of our paper for 1839.

IN PRESS,

A new Edition of "*The District School as it Was*, by one who went to it," will be issued in a few days from the Press of the American Common School Union, 123 Fulton-street, N. Y. This imitable satire on the old way of keeping schools is rich in humor and genuine philosophy; and as many evils can be laughed away that cannot be reasoned with, it has done, and will continue to do, much good. Men will flinch under ridicule and satire, when argument is unavailing.

LOGIC.

Parker's Logic, published by Robert Davis, Philadelphia, is the best work on the "Art of Reasoning" we have ever examined; and as such we heartily recommend it to all the schools, academies, and colleges which have introduced this important study. For sale at this Depository.

MAXIMS.

No journal is kept of the phenomena of infancy or childhood; no parent has yet registered, day after day, with the attention of an astronomer, who prepares his Ephemerides, the marvellous developments of his child.

The neglect of moral education converts physical and intellectual into positive evils. The pestilence of a high taught, but corrupt mind, "blowing where it listeth," scathes and blights the souls of men. It is felt for miles and years almost interminable. By the press, (the steam of the intellectual world, it touches distant ages and other hemispheres. It corrupts the species in mass.

In an active life the seed of wisdom is sown. But he who reflects not, never reaps—has no harvest from it—but carries the burden age without the wages of experience; nor knows himself old but from infirmities, the parish register, and the contempt of mankind.

One man, taught, soon becomes the teacher of twenty.

From one centre, knowledge radiates in a thousand directions.

Vice we learn of ourselves, but virtue and knowledge need a teacher.

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Notice.—We beg our subscribers to remember that this Paper should not only be read in the family but used as a "Reading Class Book" in school. It is much more interesting and profitable than a book.